

BOARD MEETING UPDATE

DECEMBER 9, 2013

APPROVED:

- November 11 Regular Minutes
- Bills/Claims
- Financial Reports
- Resignations/Terminations
 - David Baird, bus driver, effective 12/1/13
 - Linda Emehiser, FSWI, effective 12/9/13
 - Christine Heuer, AE teacher associate, effective 11/12/13
 - Matt Stewart, bus driver, effective 11/15/13
- Hires
 - Kelsey Dolder, PreK teacher, BA, step 2, effective 1/22/14 (replaces Rhonda Hopewell)
 - Timothy Gupton MS FSWI, step 1, effective 11/18/13
 - Gage Harden, AE teacher associate, step 1, effective 11/20/13
 - Stanley Klein, route driver, effective date to be determined
 - Josh Mohr, MS baseball coach, step 1, effective summer 2014
 - Tommie Moquin, AE teacher associate, step 1, effective 11/20/13
 - Jessica Reynolds, AE teacher associate, step 1, effective 12/9/13
 - Non-teaching December Issued Contracts – Coaches
 - Jeff Abbas, Ass't HS GSC, Step 4
 - John Begley, MS GTR, Step 4
 - Jason Book, Head HS BA, Step 4
 - Michael Hazel, Ass't HS BA, Step 4
 - Al Hofmann, Head HS GSC, Step 4
 - Tom Horton, Ass't HS BSC, Step 4
 - John Kotz, Ass't HS Golf, Step 4
 - Sierra Kuhns, Ass't HS GSC, .5 FTE, Step 2
 - Joe Roth, Ass't HS BSC, Step 4
 - Bill Shields, Head HS BSC, Step 4
 - Heath Stein, Ass't HS BA, Step 4
 - Owen Stump, Ass't HS Golf, Step 4
 - Anna Wills, Ass't HS GSC, .5 FTE, Step 2
- Affirmative Action Plan (2013-14)
- Schematic Design from FRK – AE & DS
- Open Enrollment In 2013-14
 - Jaedyn Paulson, 5th Gr from Earlham
 - Justice Paulson, 5th Gr from Earlham
 - Kayla Paulson, 8th Gr from Earlham
- Open Enrollment In 2014-15
 - Deven Morey, K, from Earlham
 - Savannah Morey, K from Earlham

REPORTS/DISCUSSION

- DeSoto Ag Day – Erica Baier
- Bond Issue Update – Greg Dufoe
- 2013 AP Results & DMACC Update – Lee Griebel
- Calendar for 2014-15 – Instructional Hours Vs. School Days

ADM Community School District, in partnership with our communities, is committed to engaging all students in a challenging and supportive learning environment that ensures individual student success as measured by a comprehensive system of assessments.

"Experiencing Success Today, Achieving Dreams Tomorrow"

NOTICE OF PUBLIC MEETING

You are hereby notified that the Board of Directors of the Adel DeSoto Minburn Community School District will meet at 6:00 p.m. on the 9th day of December 2013, for its regular meeting in the Board Room, Adel, Iowa.

The tentative agenda is as follows:

**BOARD MEETING AGENDA
DISTRICT BOARD ROOM**

December 9, 2013
6:00 P.M.

OPENING:

6:00 P.M. Call to order
Roll call
Emergency additions and adoption of agenda

6:05 Consent agenda
Approval of minutes
Approval of bills/claims
Secretary/Treasurer financial reports
Personnel contracts
Approve midterm graduates
Open enrollment
Welcome of visitors and open forum

ACTION ITEMS:

Affirmative Action Plan
Adel Elementary and DeSoto Intermediate Schematic Design

ADMINISTRATIVE REPORTS/DISCUSSION ITEMS:

DeSoto Intermediate Ag Day Report
Bond Issue Update
2013 AP Results and Perry DMACC Update
School Calendar 2014-15
Adjournment

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT
801 Nile Kinnick Drive S.
Adel, Iowa 50003
(515) 993-4283

Nancy Gee
Secretary
Board of Directors



Adel DeSoto Minburn

801 Nile Kinnick Drive S., Adel, Iowa 50003
515-993-4283

Greg Dufoe, Superintendent

Nancy Gee, Business Manager

TO: Board of Directors
FROM: Greg Dufoe, Superintendent
SUBJECT: Memorandum for December 9, 2013

Personnel contracts:

I recommend the following resignations/terminations:

David Baird, Bus Driver, effective 12/1/13

Christine Heuer, AE Teacher Associate, effective 11/12/13

Matt Stewart, Bus Driver, effective 11/15/13

I recommend the following new contracts:

Kelsey Dolder, PreK teacher, BA, step 2, effective 1/2/14

Timothy Gupton, MS FSWI, step 1, effective 11/18/13

Gage Harden, AE Teacher Associate, Step 1, effective 11/20/13

Stanley Klein, Route Driver, effective date to be determined

Josh Mohr, MS Baseball Coach, Step 1, effective summer 2014

Tommie Moquin, AE Teacher Associate, Step 1, effective 11/20/13

Jessica Reynolds, AE Teacher Associate, Step 1, effective 12/9/13

Non-teaching December issued contracts

Jeff Abbas, Ass't. HS Girls Soccer Coach, Step 4

John Begley, MS Girls Track Coach, Step 4

Jason Book, Head HS Baseball Coach, Step 4

Michael Hazel, Ass't. HS Baseball Coach, Step 4

Al Hofmann, Head HS Girls Soccer Coach, Step 4

Tom Horton, Ass't. HS Boys Soccer Coach, Step 4

John Kotz, Ass't HS Golf Coach, Step 4

Sierra Kuhns, Ass't. HS Girls Soccer Coach, .5 FTE, Step 2

Joe Roth, Ass't. HS Boys Soccer Coach, Step 4

Bill Shields, Head HS Boys Soccer Coach, Step 4

Heath Stein, Ass't. HS Baseball Coach, Step 4

Owen Stump, Ass't HS Golf Coach, Step 4

Anna Wills, Ass't. HS Girls Soccer Coach, .5 FTE, Step 2

Approve midterm graduates:

Lee Griebel and I recommend the following students for mid-term graduation pending successful completion of all courses and credits. They are eligible to participate in the May graduation ceremony.

Mackenzie Branam, Cierra Button, Joel Carson, Joseph Collins, Karlee England, Elizabeth Gehrke, Logan Hawk, Hailey Hornsby, Maddison Johnson, Brooklyn McKinney, Danielle Pace, Betsy Sumpter, Tifanie Talbert, and Allison Stonehocker.

Open enrollment in for 2014-15:

Devin Morey, K, from Earlham to ADM

Savannah Morey, K, from Earlham to ADM

"Experiencing Success Today, Achieving Dreams Tomorrow"

AFFIRMATIVE ACTION PLAN (Exhibit 1)

Iowa law requires each school corporation to adopt an equal employment opportunity and affirmative action plan, and to review and update that plan every two years.

The 2013-14 Affirmative Action Plan includes employment information for the current 2013-14 fiscal year and is compared with the results from the 2011-12 fiscal year. This plan will be distributed to all the administrators and directors and will also be posted on the school website.

The goals of the District remain the same. The District will continue to be aggressive in recruiting and hiring the best candidates and using the numerical goals in this plan to tip the scales when all things are equal between two candidates.

ADEL ELEMENTARY AND DESOTO INTERMEDIATE SCHEMATIC DESIGN (Exhibits 2&3)

Included in your board materials (or emailed out as a PDF) are the Schematic Design documents from FRK for the AE and DS projects. The documents included the following:

1. Design Team
2. Schedule
3. Architectural/Structural Narrative
4. Mechanical/Electrical Narrative
5. Site Plans
6. Floor Plans
7. Exterior Elevations
8. Costing update

The presentation by Tom Wollan should be about 15 or 20 minutes. It will be a presentation of the graphics, the schedule and the costing. Tom will also answer any questions from the board. I recommend approval of the Schematic Design documents as presented by FRK.

DeSoto Intermediate Ag Day Report:

Erica Baier, an 11th grade student at the high school, will address the board regarding the DeSoto Intermediate Ag Day she developed earlier this fall. All 3rd grade students participated in the day, and I had the chance to attend as well. It was well done and provided a great experience for our young students and Erica learned valuable leadership lessons coordinating such a large event. I look forward to hearing from Erica.

Bond Issue Update (Exhibit 4):

I will spend a few minutes updating the board on recent bond campaign events and review the remaining activity scheduled for December. We will also look at January and coordinate schedules for those events board members are attending with me.

School Calendar 2014-15:

We will spend a few minutes on school calendar for 2014-15 regarding hours vs. days. It is clear that we will report to the DE that we will build a calendar based on hours, but still be able to create a calendar that looks much like our current calendar.

I have been working on calendar options and will begin work with the admin team soon. I would like to discuss with the Board any suggestions/ideas for changes to our usual process. Many districts have a calendar committee and some include survey data from parents and staff. There is much to consider, so we will talk through this on Monday night.

2013 AP Results and Perry DMACC Update (Exhibit 5):

Lee will report to the board on our 2013 AP results as well as programming information from our partnership with the Perry DMACC Center. He will also have some more detailed ACT information. Both the AP and DMACC efforts are part of our recent work to provide additional college level coursework with the possibility of earning college credits.

Important dates:

- | | |
|-----------------------------|---|
| ▪ December 20 th | End 2 nd Quarter; End 1 st Semester |
| ▪ December 23-31 | Christmas Vacation |
| ▪ January 2 nd | Workday |
| ▪ January 3 rd | Classes resume |



Adel DeSoto Minburn

801 Nile Kinnick Drive S., Adel, Iowa 50003
515-993-4283

Greg Dufoe, Superintendent

Nancy Gee, Business Manager

SUMMARY OF DECEMBER 9, 2013, BOARD OF DIRECTORS REGULAR MEETING

PERSONNEL CONTRACTS

I recommend the following resignations/terminations:

David Baird, Bus Driver, effective 12/1/13

***Linda Emehiser, AE Food Server/Worker, effective 12/9/13**

Christine Heuer, AE Teacher Associate, effective 11/12/13

Matt Stewart, Bus Driver, effective 11/15/13

I recommend the following new contracts:

Kelsey Dolder, PreK teacher, BA, step 2, effective 1/2/14

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Jessica Reynolds, AE Teacher Associate, Step 1, effective 12/9/13

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Owen Stump, Ass't HS Golf Coach, Step 4

Anna Wills, Ass't. HS Girls Soccer Coach, .5 FTE, Step 2

OPEN ENROLLMENT

Open enrollment in for 2013-14

***Jaedyn Paulson, 5th grade, from Earlham to ADM (continuation)**

***Justice Paulson, 5th grade, from Earlham to ADM (continuation)**

***Kayla Paulson, 8th grade, from Earlham to ADM (continuation)**

Open enrollment in for 2014-15:

Devin Morey, K, from Earlham to ADM (met timeline)

Savannah Morey, K, from Earlham to ADM (met timeline)

"Experiencing Success Today, Achieving Dreams Tomorrow"

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT

AFFIRMATIVE ACTION PLAN

2013-2014

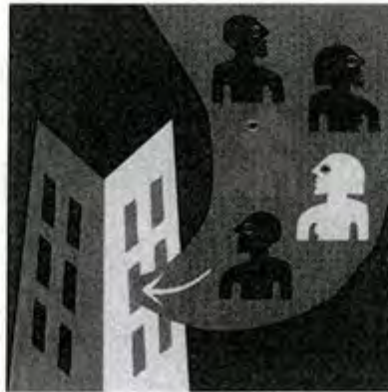


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Equal Educational Opportunity – Code No. 103	
Notice of Nondiscrimination – Code No. 103.E1	
Grievance Form for Complaints of Discrimination or Non-compliance with Federal or State Regulations Requiring Non-discrimination – Code No. 103.E2	
Grievance Documentation Form – Code No. 103.E3	
Section 504 Student and Parental Rights – Code 103.E4	
Grievance Procedure – Code No. 103.R1	
Equal Employment Opportunity Affirmative Action – Code No. 401.2	
Discrimination/Harassment Complaint Form – Code No. 401.2E1	
Witness Statement Form – Code No. 401.2E2	
Summary of Disposition of Discrimination/Harassment Complaint – Code No. 401.2E3	
Harassment – Code No. 401.3	
Discrimination/Harassment Complaint Form – Code No. 401.3E1	
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Recruitment of Personnel – Code No. 401.4	
Qualifications – Code No. 401.5	

EQUAL EMPLOYMENT OPPORTUNITY POLICY

This is to affirm Adel DeSoto Minburn Community School District's policy of providing Equal Opportunity to all employees and applicants for employment in accordance with all applicable Equal Employment Opportunity Affirmative Action laws, directives and regulations of Federal, State and Local governing bodies or agencies thereof.

Our organization will not discriminate against or harass any employee or applicant for employment because of race, color, national origin, religion, gender, age, sexual orientation, gender identity, disability, or marital status. We will take Affirmative Action to ensure that all employment practices are free of such discrimination. Such employment practices include, but are not limited to, the following: hiring, upgrading, demotion, transfer, recruitment or recruitment advertising, selection, layoff, disciplinary action, termination, rates of pay or other forms of compensation, and selection for training. We will provide reasonable accommodations to applicants and employees with disabilities.

Adel DeSoto Minburn Schools will evaluate the performance of its management and supervisory personnel on the basis of their involvement in achieving these Affirmative Action objectives as well as other established criteria. In addition, all other employees are expected to perform their job responsibilities in a manner that supports equal employment opportunity for all.

The Adel DeSoto Minburn School District School Board has appointed Nancy Gee, business manager, to coordinate the Equal Opportunity Program. The person's responsibilities will include monitoring all Equal Employment Opportunity activities and reporting the effectiveness of this Affirmative action Program, as required by Federal, State, and Local agencies. Any employee or applicant may inspect our Affirmative Action Program during normal business hours by contacting Nancy Gee, Business Manager, 801 Nile Kinnick Drive, S., Adel, IA, 515-993-4283.

If any employee or applicant for employment believes he or she has been treated in a way that violates this policy, they should contact Nancy Gee, Business Manager, 801 Nile Kinnick Drive, S., Adel, IA, 515-993-4283, or any other representative of administration. Responsible parties will investigate allegations of discrimination or harassment as confidentially and promptly as possible, and we will take appropriate action in response to these investigations.

ASSIGNMENT OF RESPONSIBILITY FOR AFFIRMATIVE ACTION PROGRAM

Nancy Gee, business manager, is designated as EEO/AA coordinator to monitor all employment activity to ensure that our EEO/AA policies are being carried out. The EEO/AA coordinator will be given the necessary top management support and staffing to fulfill the duties of the position. Those duties include, but are not limited to, the following:

1. Develop our EEO/AA policy statement and Affirmative Action Plan/Program, so that it is consistent with our policies, and so that it established our affirmative action goals and objectives.
2. Implement the Affirmative Action Plan/Program including internal and external dissemination of our EEO/AA policies and plan.
3. Conduct and/or coordinate EEO/AA training and orientation.
4. Ensure that our principals and supervisors understand it is their responsibility to take action to prevent the harassment of employees and applicants for employment.
5. Ensure that all minority, female, and disabled employees are provided equal opportunity as it relates to organization-sponsored training programs, recreational/social activities, benefit plans, pay and other working conditions.
6. Implement and maintain EEO audit, reporting, and record-keeping systems in order to measure the effectiveness of our Affirmative Action Plan/program and to determine whether our goals and objectives have been attained.
7. Coordinate the implementation of necessary affirmative action to meet compliance requirements and goals.
8. Serve as liaison between our organization and relevant governmental enforcement agencies.
9. Coordinate the recruitment and employment of women, minorities, and people with disabilities.
10. Receive, investigate, and attempt to resolve all EEO complaints.
11. Keep superintendent informed of the latest developments in the area of EEO.

DISSEMINATION OF AFFIRMATIVE ACTION POLICY AND PLAN

A. Internal Dissemination

1. Our policy statement and non-discrimination posters will be permanently posted and conspicuously displayed in building offices.
2. Our EEO/AA policy statement will be communicated to our employees during pre-service days of school in August of each school year.
3. Our EEO/AA policies will be included in our policy manual.
4. Our policy will be made available to all employees including part-time, temporary or seasonal employees.
5. We will review our EEO/AA policies at least annually with the administrative cabinet and the board of education.

B. External Dissemination

1. We will notify all recruitment sources of our EEO/AA policies, and we will encourage them to assist us in achieving our affirmative action objectives by actively recruiting and referring women, minorities, and people with disabilities.
2. We will include the statement "Equal Opportunity Employer" or Affirmative Action Employer" on advertisements recruiting employees, on employment applications, and on our school district's website, if we post job opportunities on our website.

QUANTITATIVE WORKFORCE ANALYSIS

Adel DeSoto Minburn Community School District had 286 on employees on its payroll on November 8, 2013. The composite of Adel DeSoto Minburn School's employees according to job group was as follows:

Job Group	Males	Females	Total
Management	6	5	11
Elem Classroom Teachers	4	52	56
Secondary Classroom Teachers	8	13	21
Other Classroom/Professional	8	36	44
Associates	2	58	60
Clerical	0	15	15
Service Workers/Skilled	9	10	19
Part-time Professional	24	8	32
Other Part-time	11	17	28

Adel DeSoto Minburn Community School District had 261 employees on its payroll during the 2011-12 school year. The composite reported on 2011-12 was as follows:

Job Group	Males	Females	Total
Management	5	5	10
Elem Classroom Teachers	5	46	51
Secondary Classroom Teachers	8	12	20
Other Classroom/Professional	9	31	40
Associates	5	47	52
Clerical	0	10	10
Service Workers/Skilled	9	9	18
Part-time Professional	23	12	35
Other Part-time	8	17	25

Seventy-five percent of the employees at ADM are female. That is an increase of 3% since the 2011-12 school year.

Relevant Labor Market

Relevant labor market was determined by Iowa Workforce Development's Labor Market Information Services and United States Census.

Gender

The chart below compares Adel DeSoto Minburn School District's gender percentages and minority percentages to the percent of female and male workers and minority workers presented in the 2000 Census. Also included on the chart is whether each specific job groups were determined to be under represented (more than 10% difference).

		FEMALES					MINORITIES				
		REPRESENTATION		AVAILABILITY	UNDER REP		REPRESENTATION		AVAILABILITY	UNDER REP	
JOB GROUP	TOTAL	NUMBER	%	%			NUMBER	%	%		
MANAGEMENT	11	5	45%	46%	-		1	9%	4%	NO	
ELEM CLASSROOM TCHRS	56	52	93%	80%	NO		0	0%	2%	YES	
SEC CLASSROOM TCHR	21	13	62%	54%	NO		0	0%	1%	YES	
OTHER TCHRS	44	36	82%	90%	YES		0	0%	3%	YES	
TCHR ASSOCIATES	60	58	97%	97%	NO		0	0%	3%	YES	
CLERICAL	15	15	100%	96%	NO		0	0%	3%	YES	
SERVICE WORKERS/SKILLED	19	10	53%	35%	NO		0	0%	5%	YES	
PT PROF	32	8	25%	84%	YES		0	0%	3%	YES	
PT OTHER	28	17	61%	93%	YES		0	0%	3%	YES	

Minority Groups

Of the 286 employees in 2013-14, all were white with the exception of one who is African American.

QUALITATIVE WORKFORCE ANALYSIS

- Student body makeup is all white except for 72 minority children (4.49%)
- Community population trend steady, enrollment trend steady
 - Projected increases to both due to tax abatement program
- 202 open enrollment applications received, 99.8 departing
- Job Group - Management
 - One superintendent – male
 - Four principals, 3 female, 1 male
 - One assistant principal - male
 - One technology director – male
 - One activity director/assistant principal – male
 - One business manager – female
 - One nutrition director – female
 - One transportation director – male
- 118 teachers and counselors
 - 34 high school teachers, 22 female, 11 male
 - 26 middle school teachers, 18 female, 8 male
 - 25 intermediate school teachers, 25 female, 0 male
 - 33 elementary school teachers, 32 female, 1 male
- 2 school nurses
 - 1 full time, female
 - 1 part time (.75), female
- 1 social worker
 - 1 full time, female
- 123 classified staff
 - 94 full time, 84 female, 11 male
 - 29 part time, 17 female, 12 male
- Non-Staff Coaches
 - 31 non-staff coaches, 8 female, 23 male

Identification of Problem Areas

All job groups are underrepresented in regards to minority employees except for management. Adel DeSoto Minburn School District's student minority population was approximately 4.49% in 2013-14. Our employee population minority percentage is only .35%.

A comparison of the Identification of Problem Areas between the 2011-12 results and the 2013-14 results of the Adel DeSoto Minburn District's Affirmative Action Plan shows that there is still an underrepresentation in the district's staff compared to those available in the workforce in several areas. Many of these classifications have high percentages of women in the workforce, so there doesn't seem to be cause for concern. More male representation in these typically female categories has been one of the plan's long-term goals. While all advertising contains the AA/EOE logo, few, if any, minorities apply for open positions.

Action Steps to Increase Minority and Gender Representation in Identified Job Groups

As positions become available, it will be the goal of Adel DeSoto Minburn Community School District to increase the representation of minorities and males in the identified underrepresented job groups.

The affirmative action plan will be considered each time in the hiring process.

Numerical Goals

The recommendation is to retain the district's numerical goals as listed below. Hiring practices will continue to be aggressive in recruiting and hiring the best candidates and using the numerical goals to tip the scales when all things equal between two candidates.

<u>Certified Staff</u>	<u>Responsibility</u>	<u>Timelines</u>
1 male elementary teacher	Board and Administration	Next two years
1 minority teacher	Board and Administration	Next two years
<u>Classified</u>	<u>Responsibility</u>	<u>Timelines</u>
1 male teacher associate	Board and Administration	As vacancies occur
1 male food service worker	Board and Administration	As vacancies occur
1 minority worker	Board and Administration	As vacancies occur
1 female custodian	Board and Administration	As vacancies occur

The following questions provided by the Iowa Association of School Boards provided the means by which Adel Desoto Minburn Community School District determined if it had any policies or practices that were causing the under representation of minority or females. The following category of questions was used to make this determination:

Recruitment

1. Is word of mouth recruitment the only method used for some or all positions?
2. Is a record maintained of advertisements used for the various types of positions?
3. Do advertisements include an equal opportunity statement?
4. Are referral sources, such as placement officers of educational institutions and employment agencies, notified of the equal opportunity and affirmative action policies?
5. Do applicants receive a copy of the affirmative action policy statement?
6. Do organizations that assist in recruitment have policies or practices that will form a barrier to equal opportunity for their clients?
7. Have vacancies been listed with appropriate agencies, placement office and news media?
8. Do job descriptions exist for all major job classifications?
9. Are job descriptions supplied to applicants?

Recruitment Summary:

Job descriptions do exist for all major job groups and are posted on the District website.

Hiring and Selection Criteria and Practices

1. Are applicants notified of the equal employment opportunity and affirmative action policies?
2. Are application forms used?
3. Do all applicants complete an application form?
4. Do these application forms include a statement of equal opportunity?
5. Are the application forms free of illegal inquiries?
6. Are job description criteria considered during hiring?
7. Are the job descriptions accurate, explaining the actual functions and duties?
8. Are the job descriptions gender-neutral?
9. Is the interview process free of illegal inquiries?
10. Is the interview process structured to guarantee fairness to all applicants?
11. Do all individuals who are involved in conducting interviews receive training on appropriate inquiries?
12. Are interview questions restricted to job-related information?
13. In a salary step system does the decision as to initial placement on the "step" have an impermissible relationship to race, sex, or disability, as shown by actual placement over time?
14. Is the affirmative action plan considered each time when dealing with a job category where under representation exists?
15. Are there written criteria for determining which applicants will be interviewed established before recruitment begins?

Hiring and Selection Criteria and Practices Summary:

Since the affirmative action plan has not been updated for several years it has not been considered or utilized when dealing with a job group where under representation exists.

Hiring and Selection Criteria and Practices Goal: The affirmative action plan will be considered each time in the hiring process.

Promotion, Transfer and Collective Bargaining Agreement

1. Are notices posted for all positions when vacancies occur?
2. Are impermissible factors such as race, color, national origin, religion, gender, age, sexual orientation, gender identity, disability or marital status considered in promotion or transfer decisions?
3. Are personnel who are involved in recruiting, selection, promotion, evaluation and related processes

selected and trained to ensure elimination of bias in personnel actions?

4. Is there a special effort to include women and minorities in the group being considered for promotion or transfer?
5. Is there a mentoring of staff assistance process in use?
6. Have efforts been made to use mixed criteria consistent with any bargaining agreements rather than straight seniority in promotions, transfers and staff reductions?

Promotion, Transfer and Collective Bargaining Agreement Summary:

No issues of concern were identified in terms of promotion, transfer and collective bargaining agreement.

Demotions, Terminations, Layoffs, and Recall Criteria and Practices

1. Are objective criteria used in making demotion, termination or layoff decisions?
2. Are the evaluation records of employees reviewed when these types of decisions are made?

Demotions, Terminations, Layoffs, and Recall Criteria and Practices Summary:

The negotiated master contract provides the objective criteria used for termination and layoff decisions.

Working Conditions and Compensation

1. Is there an employee evaluation system?
2. Is the temporary disability related to pregnancy treated the same, in practice, as other temporary disabilities?
3. Does the application of the salary schedule/pay scale result in discrimination on the basis of race, color, national origin, religion, gender, age, sexual orientation, gender identity, disability or marital status?
4. Is the board policy on affirmative action distributed to employees annually?
5. Is the cost to the employees for insurance and insurance coverage the same for male and female employees?
6. Are the costs to the employees and benefits of pension plans equitable for men and women?
7. Have steps been taken to ensure that harassment of employees based upon gender, race, national origin, religion, age, sexual orientation, gender identity or disability does not occur?
8. Are assignments of staff members to supplemental and extracurricular duties made on an equitable basis?
9. Are exit interviews held?

Working Conditions and Compensation Summary:

Adel DeSoto Minburn Community School District Board of Education has policy to insure that harassment does not occur for any protected class. A copy of this policy is included in the plan. Exit interviews do occur informally and the administrative cabinet will discuss the need of formalizing the process which could result in a future goal statement.

Complaint Procedures

1. Does the affirmative action policy contain a complaint process?
2. Are employees notified of their right to seek redress from government agencies such as the Iowa Civil Rights Commission?
3. Are discrimination complaint records kept?

Complaint Procedures Summary:

Adel DeSoto Minburn Community School District Board of Education has adopted a grievance procedure. The grievance procedure is included in the plan. The grievance procedure does notify employees of their rights to seek assistance from state and federal Civil Rights Commission.

EQUAL EDUCATIONAL OPPORTUNITY

The board will not discriminate in its educational activities on the basis of race, color, age, national origin, sex, sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, and creed.

The board requires all persons, agencies, vendors, contractors, and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules, and regulations pertaining to contract compliance and equal opportunity.

The board is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, color, age, national origin, sex, sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, and creed. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

NOTICE OF NONDISCRIMINATION

Students, parents, employees and others doing business with or performing services for the Adel DeSoto Minburn Community School District are hereby notified that this school district does not discriminate on the basis of race, color, age (except students), national origin, sex, sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, and creed in admission or access to, or treatment in, its programs and activities.

The school district does not discriminate on the basis of race, color, age (except students), national origin, sex, sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, and creed in admission or access to, or treatment in, its hiring and employment practices. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504 or *Iowa Code* § 280.3 is directed to contact:

Nancy Gee, Business Manager

District Office

(515) 993-4283

who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, § 504 and *Iowa Code* § 280.3 (2007).

GRIEVANCE FORM FOR COMPLAINTS OF DISCRIMINATION
OR NON-COMPLIANCE WITH FEDERAL OR STATE REGULATIONS
REQUIRING NON-DISCRIMINATION

I, _____, am filing this grievance because

(Attach additional sheets if necessary)

Describe incident or occurrence as accurately as possible:

(Attach additional sheets if necessary)

Signature _____

Address _____

Phone Number _____

If student, name _____ Grade Level _____

Attendance center _____

GRIEVANCE DOCUMENTATION

Name of Individual Alleging Discrimination or Non-Compliance

Name _____

Grievance Date _____

State the nature of the complaint and the remedy requested.

Indicate Principal's or Supervisor's response or action to above complaint.

Signature of Principal or Supervisor _____

SECTION 504 STUDENT AND PARENTAL RIGHTS

The Adel DeSoto Minburn Community School District does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- participation of your child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based the student's disability and at the same level as students without disabilities;
- receipt of free educational services to the extent they are provided students without disabilities;
- receipt of information about your child and your child's educational programs and activities in your native language;
- notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- inspect and review your child's educational records including a right to copy those records for a reasonable fee; you also have a right to ask the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school district refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;
- hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

Inquiries concerning the school district's compliance with the regulations implementing Title VI, Title IX, the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 should be directed to:

Business Manager Nancy Gee

801 Nile Kinnick Drive S., Adel, IA 5000

(515) 993-4283

who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, § 504 and Iowa Code § 280.3. (2005)

GRIEVANCE PROCEDURE

Students, parents of students, employees, and applicants for employment in the school district will have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

Level One - Principal, Immediate Supervisor or
Personnel Contact Person (Informal and
(Informal and Optional - may be bypassed by the grievant)

Employees with a complaint of discrimination based upon their race, color, age, national origin, sex, sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, and creed are encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter informally. An applicant for employment with a complaint of discrimination based upon their race, color, age, national origin, sex, sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, and creed are encouraged to first discuss it with the personnel contact person. This paragraph is for employees and "marital status" isn't a protected class for employees.

A student, or a parent of a student, with a complaint of discrimination based upon their race, color, age, national origin, sex, sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, and creed are encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator or personnel contact person directly involved.

Level Two - Compliance Officer

If the grievance is not resolved at Level One and the grievant wishes to pursue the grievance, the grievant may formalize it by filing a complaint in writing on a Grievance Filing Form, which may be obtained from the Compliance Officer. The complaint will state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level Two must be within 15 working days from the date of the event giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Compliance Officer. A minor student may be accompanied at that meeting by a parent or guardian. The Compliance Officer will investigate the complaint and attempt to resolve it. A written report from the Compliance Officer regarding action taken will be sent to the involved parties within a reasonable time after receipt of the complaint.

Level Three - Superintendent/Administrator

If the complaint is not resolved at Level Two, the grievant may appeal it to Level Three by presenting a written appeal to the superintendent within five working days after the grievant receives the report from the Compliance Officer, the grievant may request a meeting with the Superintendent. The superintendent may request a meeting with the grievant to discuss the appeal. The superintendent will render a decision within a reasonable time after the receipt of the written appeal. If, in cases of disability grievances at the elementary and secondary level, the issue is not resolved through the grievance process, the parents have a right to an impartial hearing to resolve the issue.

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the U.S. Department of Education Office for Civil Rights <http://www.state.ia.us/government/crc/index.html> or Office of Special Education Programs, the Equal Employment Opportunity Commission, or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

Level Four - Appeal to Board

If the grievant is not satisfied with the superintendent's decision, the grievant can file an appeal with the board within five working days of the decision. It is within the discretion of the board to determine whether it will hear the appeal.

The Compliance Officer is:

Nancy Gee, Business Manager
801 Nile Kinnick Drive S., Adel, IA 50003
(515) 993-4283
Office hours: 8:00 a.m. - 4:30 p.m. Monday through Friday

Approved 7/1/96

Reviewed 12/10/12

Revised 12/10/12

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION

Selection for Employment and Assignments. The Adel DeSoto Minburn Community School District will select for employment-qualified applicants for each position without regard to race, color, creed, gender (including pregnancy), religion, sexual orientation, gender identity, national origin, ethnic background, age, genetic information, or physical or mental disability. Adherence to bona fide occupational/educational qualifications will not be interpreted as discriminatory. Persons with disabilities who can perform the essential functions of an assignment with or without reasonable accommodations shall be considered qualified applicants. The District shall take affirmative action in the recruitment, appointment, assignment and advancement of personnel to accomplish the goals of equal employment opportunity. In keeping with the law, the District shall consider the veteran status of applicants.

Employment Conditions. The Adel DeSoto Minburn Community School District will not discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment because of such individual's race, color, creed, gender, religion, sexual orientation, gender identity, national origin, ethnic background, age, genetic information, or physical or mental disability.

Complaints of Discrimination. Any applicant or employee alleging discrimination on the basis of race, color, creed, gender, religion, sexual orientation, gender identity, national origin, ethnic background, age, genetic information, or physical or mental disability may follow the complaint procedures set forth in Policy 402.19. The complainant may bypass any step of the complaint procedure where the person to whom the complaint is to be lodged is the alleged perpetrator. The complainant may file the initial complaint with the compliance officer, whose decision may be appealed to the superintendent. Inquiries or complaints may also be directed to federal and state agencies including the Iowa Civil Rights Commission, the Equal Employment Opportunity Commission, and the Office of Civil Rights of the United States Department of Education.

The complainant may be required to complete a complaint form and to turn over copies of evidence of discrimination including, but not limited to, tapes, memoranda, letters and pictures. The investigator shall promptly commence an investigation and proceed to completion. Both the complainant and the alleged perpetrator will be given an opportunity to give a statement. A written investigation report shall be completed, and a summary of the report, including a finding that the complaint was founded, unfounded, or inconclusive will be forwarded to the complainant and to the alleged perpetrator.

Compliance Officer. The business manager shall be designated as the District's compliance officer to insure that applicants and employees are treated in accordance with this policy. In the event the business manager is the alleged perpetrator, the superintendent shall be the alternate compliance officer. The compliance officer shall also be responsible for coordinating the preparation, implementation, evaluation, and updating of written equal employment opportunity and affirmative action plans, with systematic input from diverse racial/ethnic groups, women, men and persons with disabilities.

Confidentiality. The District will limit disclosure of information gathered in the course of receiving, investigating, and responding to a complaint filed under this policy, but cannot guarantee confidentiality to any party. Sensitive information will be handled in a manner consistent with the District's legal obligations, and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred. Complaints of harassment shall not be filed in the complainant's personnel file.

No Retaliation. No person shall retaliate against another person because the person has filed a discrimination complaint, assisted or participated in an investigation, or has opposed language or conduct that violates this policy, as long as the participation or action was done in good faith. Any person found to have engaged in retaliation in violation of this policy, state, or federal law shall be subject to discipline up to and including discharge.

Corrective Action. The District will take action to halt any improper discrimination and will take other appropriate corrective actions, including disciplinary measures, which may include discharge of a perpetrator, to remedy all violations of this policy.

Notice. In order to effectively communicate and interpret the District's policy to all levels of the administration and to all other employees, applicants, educational agencies and to the public, a statement of the District's policy shall be distributed to all applicants for employment and shall be disseminated annually to employees, students, parents and recruitment sources. District employees involved in the hiring or supervision of personnel shall be trained on proper equal employment opportunity procedures.

DISCRIMINATION/HARASSMENT COMPLAINT FORM

Please complete the following as fully as possible. If you need assistance, contact the compliance officer.

Date of Complaint: _____

Name of Complainant: _____

Position and Building of Complainant: _____

Home Address: _____

Home Telephone: () _____ Email: _____

Name and Position of Alleged Perpetrator: _____

Discrimination Alleged:

_____ Race, Color

_____ Gender Identity

_____ Gender

_____ Sexual Orientation

_____ Religion, Creed

_____ Age

_____ National Origin, Ethnic Background

_____ Disability

_____ Other (please specify)

Statement of Discrimination/Harassment: (Include dates, places and persons involved in incidents, if known. List any witnesses, their position and addresses and telephone numbers. Attach any pertinent written documents. Describe any actions you took in response to the incidents.)

I agree that all of the information on this form is given in good faith and is accurate and true to the best of my knowledge.

Signature: _____

Name Printed: _____

Date: _____

WITNESS STATEMENT

Date of Interview: _____

Interviewer: _____

Name of Person Giving Statement: _____

Position and Building of Witness: _____

Home Address: _____

Home Telephone: () Email: _____

Statement: (Include dates, places and persons involved if known.)

I agree that all of the information on this form is given in good faith and is accurate and true to the best of my knowledge.

Signature: _____

Name Printed: _____

Date: _____

SUMMARY OF DISPOSITION OF DISCRIMINATION/HARASSMENT COMPLAINT

Name of Complainant: _____

Position and Building of Complainant: _____

Name and Position of Alleged Perpetrator/Respondent: _____

Date of Initial Complaint _____

Nature of Harassment Alleged:

_____ Race, Color	_____ Gender
_____ Sexual Orientation	_____ Gender Identity
_____ Religion, Creed	_____ Age
_____ National Origin, Ethnic Background	_____ Disability
_____ Other	

Summary of Investigation:

Conclusion: _____Founded
_____Unfounded
_____Inconclusive

(The totality of the evidence reasonably demonstrates the actions occurred and constituted improper discrimination or harassment.)

(It is reasonable to believe that the actions complained of did not occur, or were not so serious or pervasive as to constitute improper discrimination or harassment.)

Signature

Typed or Printed Name

Position

Address

Date

Copies to:

_____ Complainant
_____ Respondent
_____ Superintendent

HARASSMENT

Purpose. The District is committed to promoting positive intercultural, intergroup relationships. The District, therefore, prohibits acts of intolerance or harassment toward others because of race, color, gender, religion, creed, ethnic background, national origin, age, disability, sexual orientation, gender identity or other factors that are likewise not rationally related to the individual's employment. Such acts may be treated as just cause for purposes of discipline, including discharge.

Sexual Harassment.

General. It is the policy of the Adel DeSoto Minburn Community School District to maintain a learning and working environment that is free from sexual harassment. Because of the District's strong disapproval of offensive or inappropriate sexual behavior at work, all employees, officials and visitors must avoid any action or conduct, which could be perceived as sexual harassment. It shall be a violation of this policy for any employee, official or visitor of the District to harass others through conduct or communications of a sexual nature as defined below.

Definition. Sexual harassment shall consist of unwelcome sexual advances, requests for sexual acts or favors, and other verbal or physical conduct of a harassing nature where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual; or
3. Such conduct has the purpose or effect of substantially interfering with an individual's employment or creates an intimidating, hostile, or offensive employment environment.

Sexual harassment may include, but is not limited to the following:

- verbal harassment or abuse
- pressure for sexual activity
- repeated remarks to or about a person with sexual or demeaning implications
- unwelcome touching
- suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's job
- the telling of offensive jokes and stories
- display of sexually graphic pictures
- conduct of the nature described above using any electronic means of communication

Procedures. Any employee who alleges improper harassment by any person in the District may follow the complaint procedures set forth in Policy 402.19. The complainant may bypass any step of the complaint procedure where the person to whom the complaint is to be lodged is the alleged perpetrator. The complainant may file the initial complaint with the compliance officer.

The complainant may be required to complete a harassment complaint form and to turn over copies of evidence of harassment, including, but not limited to, letters, tapes, and pictures. The investigator shall promptly commence an investigation and proceed to completion. Both the complainant and the alleged perpetrator will be given an opportunity to give a statement. A written investigation report shall be completed, and a summary of the report, including a finding that the complaint was founded, unfounded, or inconclusive will be forwarded to the complainant and to the alleged perpetrator.

Compliance Officer. The business manager shall be designated as the District's compliance officer to insure that applicants and employees are treated in accordance with this policy. In the event the business manager is the alleged perpetrator, the superintendent shall be the alternate compliance officer.

Confidentiality. The District will limit disclosure of information gathered in the course of receiving, investigating, and responding to a complaint filed under this policy, but cannot guarantee confidentiality to any party. Sensitive information will be handled in a manner consistent with the District's legal obligations, and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred. Complaints of harassment shall not be filed in the complainant's personnel file.

No Retaliation. No person shall retaliate against any person because the person has filed a harassment complaint, assisted or participated in an investigation, or has opposed language or conduct that violates this policy, as long as the participation or action was done in good faith. Any person found to have engaged in retaliation in violation of this policy, state, or federal law shall be subject to discipline, up to and including discharge.

Corrective Actions. The District will take action to halt any improper harassment and will take other appropriate corrective actions, including disciplinary measures, which may include discharge of a perpetrator, to remedy all violations of this policy.

Notification. Notice of this policy will be circulated to all school buildings on an annual basis and incorporated into staff handbooks.

Staff Development. Periodic training shall be provided all staff regarding the nature and prohibition of sexual harassment.

Approved 7/1/93

Reviewed 1/9/12

Revised 1/9/12

DISCRIMINATION/HARASSMENT COMPLAINT FORM

Please complete the following as fully as possible. If you need assistance, contact the compliance officer.

Date of Complaint: _____

Name of Complainant: _____

Position and Building of Complainant: _____

Home Address: _____

Home Telephone: () _____ Email: _____

Name and Position of Alleged Perpetrator: _____

Discrimination Alleged:

_____ Race, Color

_____ Gender Identity

_____ Gender

_____ Sexual Orientation

_____ Religion, Creed

_____ Age

_____ National Origin, Ethnic Background

_____ Disability

_____ Other (please specify)

Statement of Discrimination/Harassment: (Include dates, places and persons involved in incidents, if known. List any witnesses, their position and addresses and telephone numbers. Attach any pertinent written documents. Describe any actions you took in response to the incidents.)

I agree that all of the information on this form is given in good faith and is accurate and true to the best of my knowledge.

Signature: _____

Name Printed: _____

Date: _____

WITNESS STATEMENT

Date of Interview: _____

Interviewer: _____

Name of Person Giving Statement: _____

Position and Building of Witness: _____

Home Address: _____

Home Telephone: () Email: _____

Statement: (Include dates, places and persons involved if known.)

I agree that all of the information on this form is given in good faith and is accurate and true to the best of my knowledge.

Signature: _____

Name Printed: _____

Date: _____

SUMMARY OF DISPOSITION OF DISCRIMINATION/HARASSMENT COMPLAINT

Name of Complainant: _____

Position and Building of Complainant: _____

Name and Position of Alleged Perpetrator/Respondent: _____

Date of Initial Complaint _____

Nature of Harassment Alleged:

_____ Race, Color	_____ Gender
_____ Sexual Orientation	_____ Gender Identity
_____ Religion, Creed	_____ Age
_____ National Origin, Ethnic Background	_____ Disability
_____ Other (please specify)	

Summary of Investigation:

Conclusion: _____ Founded
_____ Unfounded
_____ Inconclusive

(The totality of the evidence reasonably demonstrates the actions occurred and constituted improper discrimination or harassment.)

(It is reasonable to believe that the actions complained of did not occur, or were not so serious or pervasive as to constitute improper discrimination or harassment.)

Signature

Typed or Printed Name

Position

Address

Date

Copies to:

_____ Complainant
_____ Respondent
_____ Superintendent

RECRUITMENT OF PERSONNEL.

The superintendent shall be responsible for recruiting personnel for the various positions within the District, with the assistance of other employees as the superintendent may so determine. The superintendent shall take affirmative action to encourage persons to apply in accordance with the District's affirmative action plan.

The superintendent shall use such methods, advertising media or other sources as may be appropriate to recruit personnel. Vacant positions requiring licensed employees shall generally be advertised in at least one publication having state-wide circulation, except in cases of emergencies or to fill temporary positions or when the District is entering into a sharing arrangement and such arrangement calls for another District to recruit the staff member. This shall not prevent the transfer or hiring of licensed employees without advertising when required by a collective bargaining agreement or by law. All applicants shall be required to complete a written application form.

Administrators are expected to take aggressive action to discover and recruit quality applicants. Consideration shall not be given to any trait or characteristic prohibited by District Policy 401.2, state, or federal law.

QUALIFICATIONS

Selection of staff personnel shall be based upon the following qualifications:

- a. All professional employees shall be properly certificated, authorized or licensed as required by statute, the Iowa Department of Education, the Iowa Board of Educational Examiners, and the District's job descriptions.
- b. All classified employees shall be properly licensed by the State if a license is required by law or by the District's job description.
- c. Educational and other training where such training is necessary or appropriate for the position.
- d. Needs of the District.
- e. Demonstrated ability to fulfill all aspects and essential duties of the position.
- f. Demonstrated rapport with children, fellow workers, and others.
- g. Ability to exercise discretion and good judgment.
- h. Diligence and dependability.
- i. Ability to follow instructions and suggestions of supervisors.
- j. Degree of being well informed on all essentials relating to the position.
- k. Compatibility with the District's philosophy and programs.
- l. Adherence to professional ethics.
- m. Personal qualities advantageous to the position.
- n. History of past successful job experiences.
- o. Other qualities as may be determined from time to time by the administrative staff.

Consideration shall not be given to any trait or characteristic prohibited by District Policy 401.2, state or federal law. The District shall carefully consider the facts relating to any applicant who has a known history of conviction or other judicial or administrative finding of child, dependent adult, or sexual abuse. Any individual who has been convicted of a sex offense against a minor shall not be eligible for employment with the District under any circumstances.

COMMUNITY SCHOOL DISTRICT

ADEL ELEMENTARY SCHOOL
SCHEMATIC DESIGN PRESENTATION



frk architects + engineers

December 9, 2013



Adel Elementary School Addition & Renovation

Adel DeSoto Minburn Community School District
Adel, Iowa

Schematic Design
December 9, 2013

frk project # 1047A01

Contents

1. Project Design Team
2. Architecture/Structural Design Narrative
3. Space Programming
4. Opinion of Probable Cost
5. Proposed Schedule
6. Project Drawings
 - a. Site Plan
 - b. Proposed Floor Plan
 - c. Building Elevations
7. Mechanical/Electrical/Plumbing Design Narrative

1. Project Design Team

frk architects + engineers – Architectural and Structural Design

Project Principal:	David Briden, AIA
Project Architect:	Thomas Wollan, AIA LEED AP BD+C
Structural Engineer:	Brian Bartlett, PE
Interior Designer:	Holly DeGoey, IIDA

Farris Engineering, Inc – Mechanical and Electrical Design

Project Manager:	Don Foster, PE LEED AP
Mechanical Engineer:	Ryan Richard, PE
Electrical Engineer:	Robert Hotovy, PE

Bishop Engineering – Civil Engineering Design

Project Manager:	David Bentz, PE
Civil Engineer:	Joel Jackson, PE

Owner

Adel DeSoto Minburn Community School District

Board of Education:

President:	Tim Canney
Vice President:	Kim Roby
Members:	Bart Banwart
	Kelli Book
	Rod Collins
Board Secretary:	Nancy Gee
Superintendent of Schools:	Greg Dufoe

2. Architectural/Structural Design Narrative

Existing Building

The original building was constructed in 1965 with additions completed in 1969, 1990, and 2006. It is a self contained facility serving Pre-School, Pre-Kindergarten, 1st, and 2nd Grade. There are currently 20 general education classrooms. 7 of these classrooms serve the Kindergarten program. Of these 7 classrooms 4 are larger than the national average for Kindergarten classrooms, 1 is average sized, and 2 are two-thirds the size of an average Kindergarten classroom. The existing Pre-K and Pre-school program areas are undersized. The existing building is currently at or exceeding its ideal capacity based on the district ideal of 18/19 students per class.

Addition

A 7 classroom addition will be placed at the Southwest corner of the building accessed through the Kindergarten wing. This addition will consist of 4 Kindergarten classrooms, 2 Pre-Kindergarten classrooms, and a Special Needs classroom. The 4 new Kindergarten classrooms will be commensurate in size and layout to the 4 largest existing Kindergarten classrooms. The result will be that Adel Elementary will serve as an 8 section Kindergarten attendance center with all the Kindergarten classrooms being similar in size and layout. Each room will be provided with the required toilet room facilities and storage needs.

Renovation

In addition to the 7 classroom addition, 1 of the existing Kindergarten classrooms will be converted to a special needs classroom, 2 others will be repurposed as elementary classrooms, the existing music room will be upgraded and increased in size, the existing teacher support room will be increased in size, and the existing Pre-School program will expand into the former Pre-Kindergarten classroom space. A secure entrance will be introduced to the main entry of the building.

The exterior of the proposed addition will match the existing building, using the same brick material and pattern, and window type.

The interior finishes will complement the existing facility to ensure a seamless transition from the existing spaces to the new space and to create parity with the other sections of the building.

Site Improvements

Site circulation will be reconfigured to separate bus drop-off and pick-up from parent drop-off and pick-up, creating a safer environment for students. Busses and staff will access the site from the east. Parents and visitor will access the site from Grove Street. This will separate parent and bus traffic. A total of 85 parking spaces will be provided on the south side of the building. All playground areas will be located on the west side of the building.

3. Space Programming

New Construction

Classrooms

1. Kindergarten Classroom	1,250 SF
2. Kindergarten Classroom	1,250 SF
3. Kindergarten Classroom	1,250 SF
4. Kindergarten Classroom	1,250 SF
5. Pre-Kindergarten Classroom	950 SF
6. Pre-Kindergarten Classroom	950 SF
7. Special Needs Classroom	850 SF

Grossing Factor (corridors, toilet rooms, storage, etc..)

1. Toilet Rooms	350 SF
2. Storage Rooms	250 SF
3. Corridors	2,050 SF
4. Vestibules	200 SF

Total New Construction

10,600 SF

Renovation

1. Pre-School	1,350 SF
2. Pre-School Support Spaces	150 SF
3. Teacher Work Room	400 SF
4. Music Room	1,100 SF
5. Special Needs Classroom	1,000 SF
6. Special Needs Support Spaces	130 SF
7. Front Entry	100 SF

Total Existing Renovation

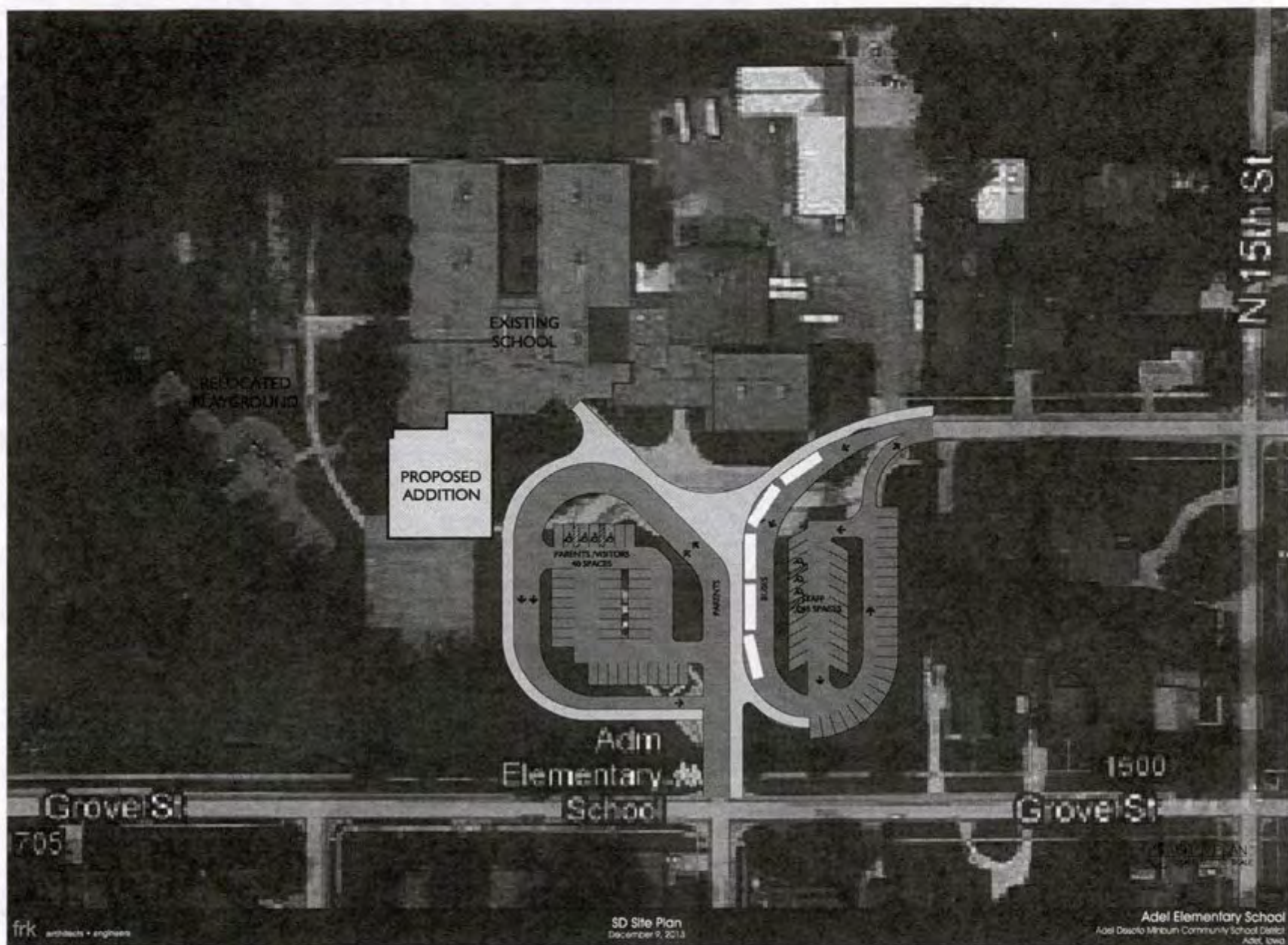
4,230 SF

4. Opinion of Probable Cost

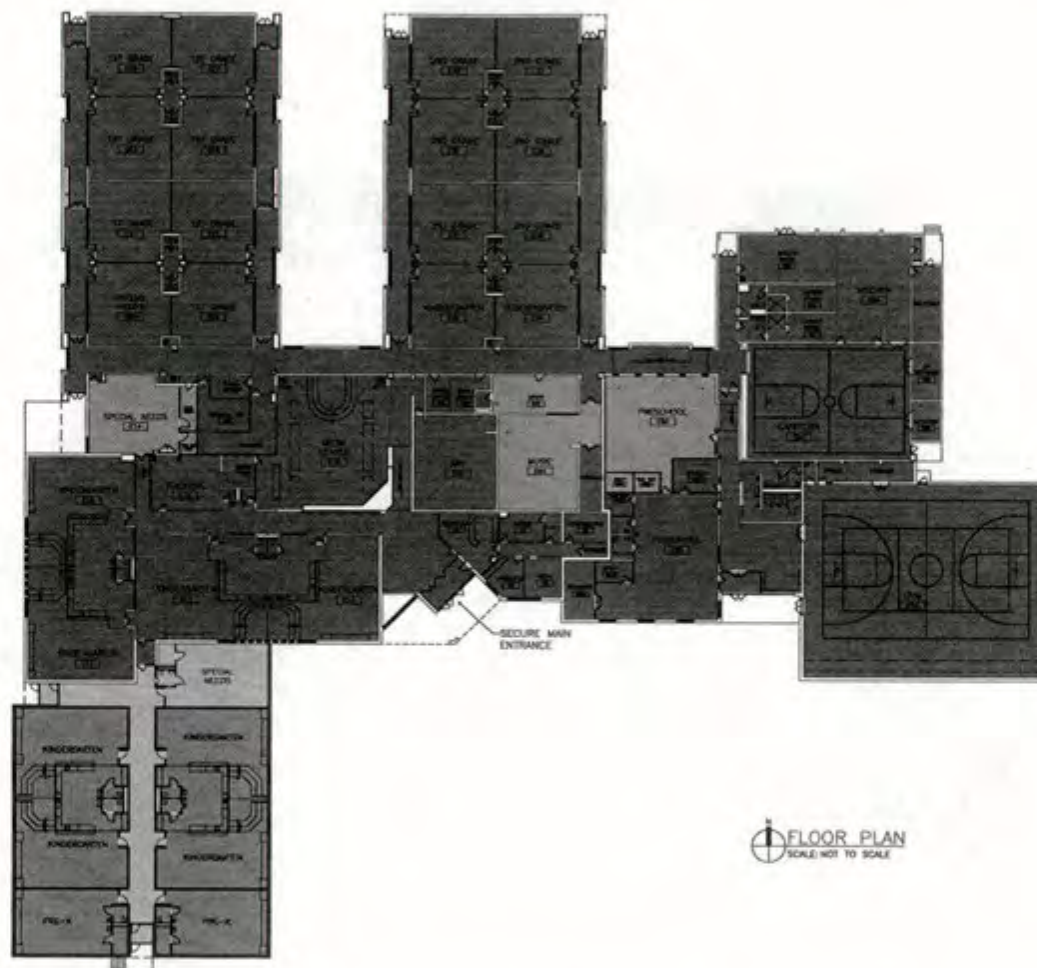
1. Building Construction	
• New Construction 10,600 SF @ \$145.00/SF	1,537,000
• Renovation 4,230 SF @ \$66.00/SF	278,900
2. Site Construction	1,400,000
3. Soft Costs	815,000
• Soil Investigation	
• Topographical Survey	
• Professional Fees	
• Printing of Documents	
• Testing During Construction	
• City and State Plan Review	
• Builders Risk	
• Contingency	
4. Total	\$4,030,000

5. Proposed Schedule

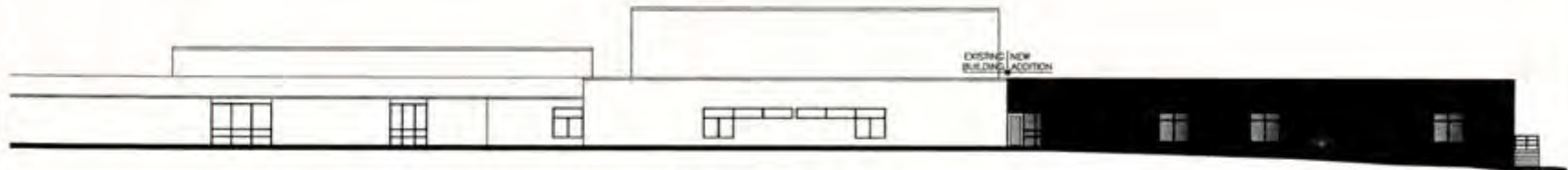
Schematic Design Approval	December, 2013
Design Development Approval	February, 2014
Bond Referendum	February, 2014
City Approval	April, 2014
Construction Document Approval	May, 2014
Bid Letting	May, 2014
Award Contracts	June, 2014
Construction Starts	July, 2014
Construction Completion	July, 2015
Occupancy	August, 2015



- CORE ACADEMIC FUNCTIONS
- SPECIAL EDUCATION
- CHANGE OF USE / RENOVATION
- EXISTING BUILDING
- CIRCULATION



FLOOR PLAN
SCALE: NOT TO SCALE



1 WEST ELEVATION
A-101 SCALE: NOT TO SCALE



2 SOUTH ELEVATION
A-101 SCALE: NOT TO SCALE



3 EAST ELEVATION
A-101 SCALE: NOT TO SCALE



ADEL ELEMENTARY

ADEL, IOWA

Schematic Design Analysis

DECEMBER 2013

Prepared By:

Farris Engineering
12700 West Dodge Road
Omaha, Nebraska 68154

FE PROJECT #132115



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PART 1 - MECHANICAL

1.1 GENERAL DESIGN REQUIREMENTS

A. Applicable Codes, References and Requirements:

1. ASHRAE Guide and Data Books as applicable.
2. ASHRAE Standard 62 Ventilation for Acceptable Indoor Air Quality.
3. ASHRAE Standard 90.1.
4. ASHRAE Standard 55. (Thermal Comfort Conditions)
5. International Building Code, 2006 Edition.
6. International Mechanical Code, 2006 Edition.
7. International Fire Code, 2006 Edition.
8. International Plumbing Code, 2009 Edition.
9. The International Energy Conservation Code, 2009 Edition.
10. Life Safety Code NFPA No. 101, 2006 Edition.
11. Data obtained during field investigations.

B. Design Requirements:

1. Design Criteria:

Elevation 1000 ft.
Latitude 42°
Longitude 95.4°

2. Design Temperatures:

Winter (Heating)

Outside = -8°F
Inside = 70°F, 40% R.H.

Summer (Cooling/Ventilation)

Outside = 94°F D.B., 75°F W.B.
Inside = 75°F, 55% R.H.

3. Ventilation Rates:

- a. All ventilation rates are based on the requirements of ASHRAE 62. All toilet areas will be exhausted at a flow rate of 10 to 15 air changes per hour. The smaller toilet areas will approach the upper limit of this range.
- b. All classroom areas will be provided with approximately 15 CFM per person based upon the occupancy as defined in ASHRAE 62.
- c. All HVAC system sizing has been based on fixed windows.
- d. All other occupied areas will be provided with outside ventilation air at the rate of 20 CFM per occupant.



1.2 PLUMBING

- A. Criteria Listing: See Paragraph I, REFERENCES.
- B. Plumbing Fixtures: Automatic faucets and flush valves.
- C. Plumbing Piping:
 - 1. Domestic hot and cold water piping will be copper Type "L" aboveground, Type "K" below ground.
 - 2. All plumbing, storm, waste and vent piping aboveground will be standard weight cast iron, with no hub joints.
 - 3. Sanitary sewer and storm sewer below ground will be cast iron pipe. If city codes allow, PVC could be considered for below grade piping on exterior of building.
- D. Plumbing Insulation: All domestic hot and cold water piping will be insulated with 1-inch fiberglass insulation.
- E. Water Heaters: Domestic hot water will be supplied from existing gas-fired water heaters. The water heater that is planned to serve the new spaces is located in the storage area near the Media Center. A recirculating line shall be routed to remote hot water fixture locations as necessary.
- F. Storm Piping: All piping to be routed below grade and out to closest adequately sized storm sewer system near site.

1.3 HEATING, VENTILATING, AND AIR CONDITIONING (HVAC) – ROOFTOP UNITS

- A. The existing systems in the areas to be remodeled in the Adel school will be evaluated. Small single zone fan coils with roof mounted condensing units will be used where units are to be replaced. This will match the type of system in operation in that portion of the building.
- B. New addition heating and cooling system will consist of rooftop variable air volume system. The system will consist of a central VAV RTU packaged rooftop air handling unit, single zone RTU's where needed in remodeled spaces, variable air volume (VAV) terminal units with hot water coils, direct expansion (DX) coil for cooling and gas fired hot water boilers, pumps and distribution piping for heating.
 - 1. Cooling: The central RTU air handling units will deliver primary cooling air to the VAV terminal units; on a call for cooling, the terminal unit damper will open to deliver the required amount of air to the space to satisfy the space temperature setpoint. As the space becomes satisfied, the damper will close to a minimum position to provide ventilation air only to the space.
 - 2. Heating: On a call for heating, the hot water valve on the coil of the VAV terminal unit will open to allow hot water to flow through the coil; the VAV terminal unit, starting with its damper at minimum position, will begin to open to allow a greater amount of heated air to enter the room to satisfy the space temperature setpoint.
 - 3. Existing areas will be served by an existing or new package RTU with single zone DX cooling and hot water heating and condensing units.



- C. Hot water cabinet unit heaters will be utilized at the vestibules.
- D. HVAC Piping, Gas Piping, and Pumps:
 - 1. Hot Water Piping: Schedule 40 black steel piping or Type "L" copper.

NOTE: Hot water heating piping will be sized at maximum of 4-feet/100-feet loss and max velocity of 10-feet/sec.
 - 2. Gas Piping: Schedule 40 black steel.
 - 3. Hot water pumps will be horizontal base-mounted type or vertical inline.
 - 4. One of the existing boilers in each school will be replaced with a high efficiency condensing boiler that has enough capacity to account for the additional load of the additions. An evaluation will be conducted to provide a recommendation on replacing both of the boilers. The second boiler replacement could be added into the project as an alternate as well.
- E. RTU/VAV HVAC Control Systems:
 - 1. Control systems will be of Direct Digital Control (DDC) type for ease of querying and controlling the system.
 - 2. A new head end computer with graphics will be provided to control the system.

1.4 HVAC DUCTWORK AND INSULATION

- A. Ductwork sheet metal fabrication and installation to be per latest SMACNA guidelines.
- B. Registers, Grilles and Diffusers: Steel or aluminum sized as required for air distribution without objectionable noise or drafts.
- C. HVAC Insulation:
 - 1. RTU Supply Air Ductwork: 2" thick, $\frac{3}{4}$ Lb. density fiberglass Duct Wrap. Provide double wall perforated duct with 1" liner on the first 20' of supply ductwork downstream of the RTU's.
 - 2. Rooftop Unit Return Air Ductwork: None, except within 20' of the ventilation unit shall have 1" Acoustical Duct liner.
 - 3. Hot water heating piping shall be insulated with 1" insulation, fiberglass with ASJ.

1.5 TEMPERATURE CONTROLS

- A. The additions will have new DDC controls. The control of the RTU will be handled by the manufacturer and tied into the overall building control system.

1.6 SEQUENCE OF OPERATION

- A. Terminal Units' Control Sequences:



1. Unit Heater Control: Provide room DDC sensor to cycle fan motor to maintain constant space temperature.
2. Provide DDC software control or strap-on aquastat on unit return piping, to de-energize fan motor when fluid temperature falls below adjustable setting of aquastat. Provide DDC software control to prevent fan operation when the boiler system is off.
3. Cabinet Heater Control: Provide room DDC sensor to cycle fan motor to maintain constant space temperature.
 - a. Provide DDC software control or strap-on aquastat on unit return piping, within cabinet piping end pocket, to de-energize fan motor when fluid temperature falls below adjustable setting of aquastat. Provide DDC software control to prevent fan operation when the boiler system is off.
4. Variable Volume Box Control with Heating Coil: Space DDC sensor modulates variable volume control box from 100% to 40% minimum position (adjustable) and then modulates open the hot water valve to maintain an 85°F discharge (adjustable). If temperature continues to drop the hot water valve on the VAV box modulates open and the VAV box modulates open (with an 85°F discharge, adjustable) until space temperature is satisfied, at which time the box modulates back to minimum again. In the cooling season when hot water is not available, box minimum shall be 0%.

B. HVAC Zone Control Sequences:

1. Hot Water Supply Control: DDC system shall cycle the two (2) boilers to vary supply water temperature in accordance with predetermined reset schedule.
 - a. Provide for remote control point adjustment.
 - b. When outside temperature rises above 61°F, de-energize boilers and pump(s).
 - c. Pumps shall be provided with VFD's and differential control.
2. Occupied-Unoccupied Control: Provide DDC system override including 7-day, 24-hour time schedule with weekend skip feature and individual zone "occupied-unoccupied-automatic" settings for each zone listed below. When settings are in "automatic" position, select occupied or unoccupied operation by means of Owner's time schedule. When zones are in "occupied" or "unoccupied" position, operate units as specified for each type of unit for mode.
 - a. Provide override capability at computer to restore zone to "occupied" in event of unscheduled occupancy.
 - b. Provide washout cycle to insure that all areas locally set to "occupied" are returned to unoccupied at 11:00 PM (adjustable).
 - c. Provide seven (7) Preliminary Zones for Occupancy Overrides: Coordinate final zones with Owner.



3. Changeover Control: Provide "heating-cooling-automatic" setting on computer to permit selection of mode. Provide outside air sensor to select either "heating" or "cooling" when setting is in "automatic" position.

C. Rooftop Air Handling Unit Control Sequences:

1. Air Handling Unit (RTU) (VAV with DX cooling, 100% outside air economizer, gas-heating coil, VFD static pressure control and static pressure control relief fan).
 - a. Air Damper Control (Mixed air control with minimum position switch): A controller sensing mixed air temperature shall modulate the outside air and return air dampers to maintain 55°F (adjustable) mixed air temperature. When the outside temperature is above 65°F (adjustable), the outside air damper shall automatically return to a 0% open minimum (adjustable) setting. When the system fans are off, the outside air and relief air dampers shall be closed.
 - b. Cooling Control (Discharge Controller to Operate DX Condensing Unit): When outside temperature is 55°F and above (adjustable), DX condensing unit shall be operative. Sequence the DX condensing unit to provide supply air temperature at adjustable setpoint of 55°F.
 - c. Gas-Heating Control Type: The supply mixed air discharge controller shall modulate the gas heat to maintain the set discharge temperature 55°F minimum.
 - d. Fire Protection Control (Smoke activated): Smoke detectors approved for duct installation shall be installed and arranged to automatically shut down fans, and provide signals for fire alarm systems. For this purpose, smoke detectors approved for duct installation shall be provided as follows:
 - e. At a suitable location in the return air stream prior to exhausting from the building or being diluted by outside air and at a suitable location in the main supply duct on the downstream side of the filters. Smoke dampers shall be furnished and installed in such a manner as to restrict circulation of smoke, and arranged to close automatically when the system is not in operation, and also by operation of the smoke detecting apparatus. Indicate smoke damper locations on shop drawings.
 - f. On-Off Control: A seven day DDC schedule shall be provided to start and stop the systems fans on a pre-determined weekly schedule.
 - g. Supply Duct Static Pressure VFD Control: Provide static pressure sensor and controller to modulate VFD and fan speed to maintain constant discharge static pressure. Static pressure sensor shall be located approximately 2/3 the way down the air distribution duct.
 - h. Return Fan Control: Provide velocity pressure matching for control of the return fan.
 - i. RTU shall cycle on at night if any VAV box zone drops below night setback setpoint.



- j. RTU shall start in morning warm-up with gas-fired heat fully on. Run unit until return air temperature is at 72°F (adjustable), at which point the unit shall switch over to occupied mode of operation. All VAV boxes shall be open in morning warm-up.
 - k. A summary of all VAV box CFM's shall be shown on the graphics page for RTU. This summary of CFM's will indicate approximate total RTU supply CFM.
- D. Energy Recovery Units Control Sequences:
- 1. Supply and exhaust fans and unit enthalpy wheel shall be enabled/disabled on an occupied/unoccupied schedule.
 - 2. Supply temperature and supply humidity shall be monitored during operation. Provide alarms if the supply conditions are outside of the expected temperature and humidity ranges. Supply temperature should operate between 50°F (adj.) minimum and 85°F (adj.) maximum. Supply humidity should operate between 10% (adj.) minimum and 80% (adj.) maximum.

PART 2 - ELECTRICAL

2.1 APPLICABLE CODES

- A. The design of the electrical systems for the building will conform to the currently adopted editions of the following codes and standards:
- 1. National Electrical Code (NEC)
 - 2. International Building Code
 - 3. International Fire Code
 - 4. International Energy Conservation Code
 - 5. NFPA
 - 6. TIA/EIA Telecommunications Building Wiring Standards

2.2 ELECTRICAL MATERIALS

- A. Electrical Metallic Tubing (EMT) will be the primary raceway type used within the facility. PVC 40 will be used for underground installations. Rigid Metal Conduit will be used for exposed exterior work and where conduits are subject to damage.
- B. Minimum conduit size will be 1/2" for power wiring and 1" for telecommunication wiring.
- C. Conductors throughout the facility will be copper with THHN/THWN-2 insulation. All conductors will be color coded.
- D. Service entrance and panel feeder conductors will be copper with THWN-2 or XHHW-2 insulation.
- E. Wiring devices will be gray, specification grade, 20-amp minimum and have stainless steel cover plates. Exterior receptacles will be ground fault type and provided with metallic weatherproof in-use covers. All new receptacles will be tamper resistant type.



2.3 ELECTRICAL SERVICE

- A. The power company has provided existing maximum load data and the switchboard should have capacity to serve the expected new load. The addition will use up the majority of the remaining capacity.

2.4 POWER DISTRIBUTION

- A. Power will be distributed to the addition from the existing main switchboard to 208Y/120 volt, 3 phase, 4 wire panels as required. The switchboard manufacturer has indicated that up to four (4) 225 amp breakers can be installed within the existing switchboard. These will be used to serve HVAC equipment and branch circuit panels.
- B. New panels will be provided in the addition for new lighting and power circuits.

2.5 POWER QUALITY

- A. 208Y/120 volt panelboards will be provided with integral surge protection (TVSS).

2.6 LIGHTING

- A. The International Energy Conservation Code requires the luminaires adjacent to windows to be separately controlled. This can be done manually or automatically. The new luminaires for the addition and renovation areas will be 2 foot by 2 foot LED luminaires. The LED luminaires will provide reduced wattage and have dimming built-in. The dimming will be used as the light reduction method near windows.
- B. Illumination levels in all areas will be designed to IES standards.
- C. Occupancy sensors will be provided in all classrooms and additional spaces as required per energy code.

2.7 EMERGENCY LIGHTING

- A. Emergency and exit lighting will be provided in accordance with NFPA requirements.
- B. Emergency lighting will be provided by battery options available for the LED general illumination luminaires.
- C. Exit lights will be metal housing fixtures with LED lamps. All exit lights will be red in color.

2.8 SITE

- A. Exterior lighting will consist of a combination of building and pole mounted fixtures. Source for exterior lighting will be LED. Pole mounted fixtures for parking areas will be full cutoff and a maximum of 30'-0" in height. Lighting will be designed to IES standards.
- B. Control of exterior fixtures will be via the relay lighting control system based on astronomical timeclock and photocell inputs.



2.9 FIRE ALARM SYSTEM

- A. The existing fire alarm panel serving the building does not contain spare zones or have expansion capability. A new panel from the same manufacturer will be provided. The new panel will be addressable with addressable modules installed to pick up the existing zones. Upon fire alarm panel replacement the entire system in the building must be brought up to code standards. This will entail adding alarm devices in areas required per code that are currently not covered. Additionally, smoke detectors will be added in areas that do not have complete coverage.
- B. All fire alarm system wiring will be installed in conduit.
- C. An LCD remote annunciator panel will be mounted at the main fire department entrance to the building.
- D. Addressable fire alarm smoke detectors will be provided in areas required by code. Additional detectors will also be provided for HVAC shutdown for mechanical equipment over 2000 cfm.
- E. Fire/smoke dampers will be controlled from the fire alarm system.
- F. Addressable manual pull stations will be provided at each exit from the building, stair landings and no more than 200 feet apart along the path of egress.
- G. Audible/visual evacuation signals will be provided at all points along the path of egress and other areas required by code. Audible evacuation signals will be horns. Devices will be red.

2.10 SECURITY SYSTEM

- A. A card access system will be provided to control access to the main entry, existing west door to the playground, existing kitchen receiving door and the existing door to the preschool playground.
- B. The district will be consulted to determine if there is a local vendor or specific manufacturer of system that should be used.

2.11 TELECOMMUNICATIONS

- A. A complete telecommunication cabling system for the addition will be provided as part of the project in accordance with TIA/EIA standards.
- B. A new data rack will be located within the addition with fiber optic backbone cabling installed to the existing data rack. Copper cabling will be provided as required for telephone service.
- C. The telecommunications system will be a Category 6 system.
- D. Conduit sleeves will be provided through the common corridor wall for all classrooms.
- E. Cable tray will be provided above the accessible ceiling in the addition. Cable tray will be wire basket type.



- F. Patch panels, cable terminations, testing, labeling etc., will be provided as part of the contract.
- G. Data cables to wireless access points will be provided as directed by the Owner.
- H. Data and telephone outlets in walls will consist of a flush steel, 4" square, minimum 2 1/8" deep junction box with single gang plaster ring and 1" conduit to above accessible ceiling or to nearest cable tray or data closet.

2.12 MASTER CLOCK AND INTERCOM SYSTEM

- A. Wireless clocks will be provided to utilize the existing wireless clock system.
- B. Copper cabling will be provided for telephone handsets in classrooms.
- C. The existing paging system will be expanded into the new addition.

2.13 AV SYSTEMS

- A. Rough in conduit and boxes will be provided for projectors. Power and data to projectors will be provided as part of contract.
- B. The existing cable TV distribution system will be extended to any identified TV locations.

2.14 TYPICAL CLASSROOM LAYOUT

- A. Typical room layouts will be provided as part of the Design Development submittal.